

DOCUMENT RESUME

ED 219 193

RC 013 494

TITLE "Harvesting Hope". Virginia Educational Program For Migrant Children.

INSTITUTION Virginia State Dept. of Education, Richmond.

PUB DATE 75

NOTE 27p.

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Academic Achievement; *Ancillary School Services; Cultural Enrichment; Elementary Secondary Education; Family School Relationship; *Migrant Education; Migrant Health Services; Outreach Programs; *Program Content; *State Government; *State Programs

IDENTIFIERS ESEA Title I Migrant Programs; *Virginia

ABSTRACT

In 1975 the Virginia Migrant Education Program served migrant children from 21 states, representing different races, cultures, and mores. Two distinct programs were provided to meet the needs of both interstate and home-base migrants. Supportive services included home-school coordinators; counselors; physical, hearing, vision, and dental examinations and immunizations; and a mobile unit, equipped with recreational and educational materials and equipment, offering varied activities that spanned age levels. Instructional activities included movement education; an art program designed to give each child an opportunity to practice and develop skills in art form; vocational education which offered courses in power mechanics and home economics; and musical activities to develop knowledge, application, awareness, and the ability to synthesize. Cultural enrichment activities included a special presentation featuring plays, recitations, and dances at the conclusion of the summer program; two annual birthday parties to celebrate the children's birthdays; and field trips to the zoo and museums. An essential component in providing continuity of learning experiences for migrant children was the cooperation maintained between states. Data on the number of students receiving health services and on student achievement are provided for 1971 to 1975. A glossary of 27 migrant education terms and a 12-item bibliography conclude the booklet.

(NQA)

* Reproductions supplied by EDRS are the best that can be made *

* from the original document. *

ED219193



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H. & Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.



"HARVESTING HOPE"

VIRGINIA EDUCATIONAL PROGRAM FOR MIGRANT CHILDREN

IN COOPERATION WITH

Accomack County
Albemarle County
Amherst County
Appomattox County
Botetourt County
Buckingham County

Campbell County
Frederick County
Giles County
Nelson County
Northampton County
Roanoke County

Rockingham County
Shenandoah County
Southampton County
Franklin City
Virginia Beach City
Winchester City

RC 01 3494

FOREWORD

The Migrant Education Programs in Virginia continue to operate jointly with local school divisions. The children served in 1975 came from varied backgrounds representing different races, cultures, and mores, and from twenty-one (21) states.

The multi-dimensional approach that stresses academic, creative, and emotional growth continues to be the main goal. Individual pupil assessment and progress is emphasized in order to meet the individual needs of the children.

The total number of pupils served and the added local school divisions is indicative of the deep concern for and interest in serving all of the migrants in Virginia.

A commitment to constantly identify and assess learner needs for each child on all levels is paramount to ensure correct placement in all educational programs. Every effort is made toward a positive approach to develop each child's potential to its fullest.

This publication is designed to give readers a broad view of the approaches Virginia uses in meeting the identified needs of migrant children in instructional and supportive service areas.

C. L. Conyers, Supervisor
ESEA Title I and Migrant Education
State Department of Education
Richmond, Virginia

1975

TRIBUTE
ACCOMACK COUNTY

The Migrant Education Program, sponsored by the State Department, had its beginning on the Eastern Shore in 1966. Persons shown in this photo began work at the outset of the program.

They have exhibited great concern for the betterment of the migrant child by taking a very active role in teaching and rendering services to migrant children. Throughout the existence of the program, no group has made a more notable contribution in terms of devotion, dedication, loyalty, unselfishness of effort, and willingness to serve.

It is with a great deal of pride that we pay special tribute to this group of educators, for without them, Virginia's Migrant Program would not have been possible.



BEST COPY AVAILABLE

TRIBUTE

NORTHAMPTON COUNTY

The Migrant Education Program, sponsored by the State Department, had its beginning on the Eastern Shore in 1966. Persons shown in this photo began work at the outset of the program.

They have exhibited great concern for the betterment of the migrant child by taking a very active role in teaching and rendering services to migrant children. Throughout the existence of the program, no group has made a more notable contribution in terms of devotion, dedication, loyalty, unselfishness of effort, and willingness to serve.

It is with a great deal of pride that we pay special tribute to this group of educators, for without them, Virginia's Migrant Program would not have been possible.



BEST COPY AVAILABLE

INTRODUCTION

Virginia's Educational Program for Migrant Children is part of the national effort funded by Public Law 89-10, Title I, as amended by Public Law 89-750 of the Elementary and Secondary Education Act of 1965. The program is administered by the State Department of Education in cooperation with local school divisions in:

Accomack County
Albemarle County
Amherst County
Appomattox County
Botetourt County
Buckingham County
Campbell County
Franklin City
Frederick County

Giles County
Nelson County
Northampton County
Roanoke County
Rockingham County
Shenandoah County
Southampton County
Virginia Beach City
Winchester City

The overall program goals for migrant children are:

1. To improve achievement in basic skills and contribute to academic development
2. To create feelings of self-worth
3. To develop positive feelings toward school
4. To promote health and physical well-being
5. To enrich lives with creative experiences in music and art
6. To encourage cultural awareness
7. To provide continuity in the child's education
8. To provide language instruction for hispanic children



Migrant Education in Virginia was initiated through a six-week summer program in 1967 on the Eastern Shore, where the greatest number of migrant workers are concentrated to harvest the crops. The program has developed in a variety of ways as it catered to the special needs of migrant children. These differences are based on the following variables:

1. Age of the children
2. Time of the year
3. Length of residence
4. Home-base or interstate migrant children
5. Field laborers
6. Academic, physical, and emotional needs
7. Native tongue

Since the beginning of 1967 when 347 children were served by a staff of 36 professionals and 30 paraprofessionals, the program has expanded to include 18 school divisions in Virginia. Currently, there are 2407 pupils served by a staff of 103 professionals and 93 paraprofessionals. Two distinct programs are provided to meet the needs of both the interstate and home-base migrant.



SUPPORTIVE SERVICES



Home school coordinators visit the migrant camps to identify and recruit students for the program. They are prepared to respond to parental concerns expressed above. Clothes, bus rides to and from the centers, three meals daily, and school supplies are provided the migrant child.

Counselors are responsible for pupil registration, test administration, provision of school services, and reporting relevant data (school history, health care, standardized achievement scores, and special interest) to the terminal operator for transmission to the data bank in Little Rock, Arkansas.





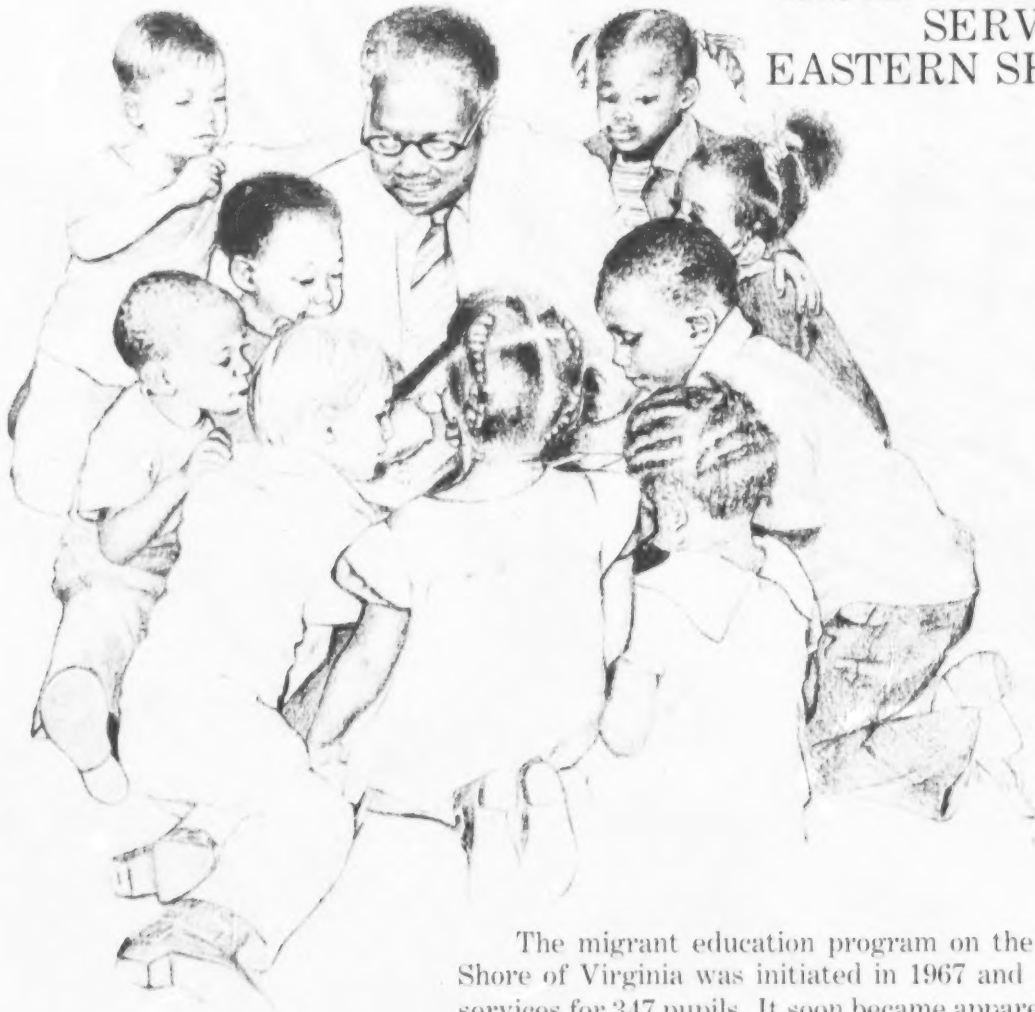
Provision is also made to care for the health needs of the migrant child. Physical, hearing, vision, and dental examinations, and immunizations are given. Migrant health personnel cooperate with state and local health departments.





Another approach to reaching the migrant population commenced with the initial renting and eventual acquisition of a mobile unit equipped with recreational and educational materials and equipment. Nightly the mobile van travels to a migrant impact area and offers varied activities that span age levels. The evening is completed with the showing of a feature-length movie. The on-camp experience has been supportive of the total program and is providing favorable public relations by literally carrying the school to the migrant community. It is a vital entity in the realm of liaison activities since it provides an opportunity for meeting parents, guardians, and others in the migrant community.

INSTRUCTIONAL SERVICES EASTERN SHORE



The migrant education program on the Eastern Shore of Virginia was initiated in 1967 and provided services for 347 pupils. It soon became apparent that a curriculum guide was needed to ensure that selected basic skills/concepts would be taught. For the next few years information was collected which culminated in the development of the *Curriculum Guide for Teachers of Migrant Children on the Eastern Shore of Virginia*. The curriculum guide included program descriptions for reading-language arts, mathematics, science, social studies, movement education, music, cultural enrichment, and art in addition to teacher-developed formative tests to determine mastery of the basic skills/concepts. The curriculum guide was reviewed and revised annually. In 1975 the number of skills/concepts in reading and mathematics was reduced since the summer program is of only six weeks duration. In order to diagnose and determine mastery of the basic skills/concepts, a standardized criterion-referenced test was selected for summative or curriculum evaluation in reading and mathematics.

INSTRUCTIONAL SERVICES VALLEY

There are two types of migrant programs in the Shenandoah Valley of Virginia—one for the inter-state migrant child and the other for the home-based migrant. Since their needs and ages are so diverse, program implementation varies.

The inter-state migrant child usually is in the valley for two months in the fall while his/her parents are picking apples. The majority of these students are elementary school age children. They are in mainstream classes and receive tutorial assistance in reading, mathematics, and language arts. When necessary, bilingual education is provided emphasizing the Mexican culture and heritage.

The high school aged home-based migrant students go to Connecticut each summer to pick tobacco; the rest of the year is spent in the valley where they attend mainstream classes. Since their schooling is not regularly interrupted, needs tend to be more social than academic. The teacher tutors and counsels the children as the need arises.



INSTRUCTIONAL



Movement education provides a development program of physical activities to promote the growth and coordination of each migrant child. With the new methodology of physical education, it will develop self direction through proper instruction and guidance in learning.



The art program was designed to give the migrant child an opportunity to practice and develop his skills in art form which include drawings, paintings, crafts, sculpture, and graphics.

ACTIVITIES



Vocational education offers a course in power mechanics introducing the principles of operation and methods of repairing small internal combustion and live automotive engines. A course in home economics emphasizes cooking, clothing, and living units.

The musical activities include singing, listening, dancing, rhythm, and musical creativity. These activities are designed to develop knowledge, application, awareness, and the ability to synthesize.



CULTURAL

Each year the summer program concludes with a special presentation featuring plays, recitations, and dances. This is a popular activity for both the parents and the advisory council members.



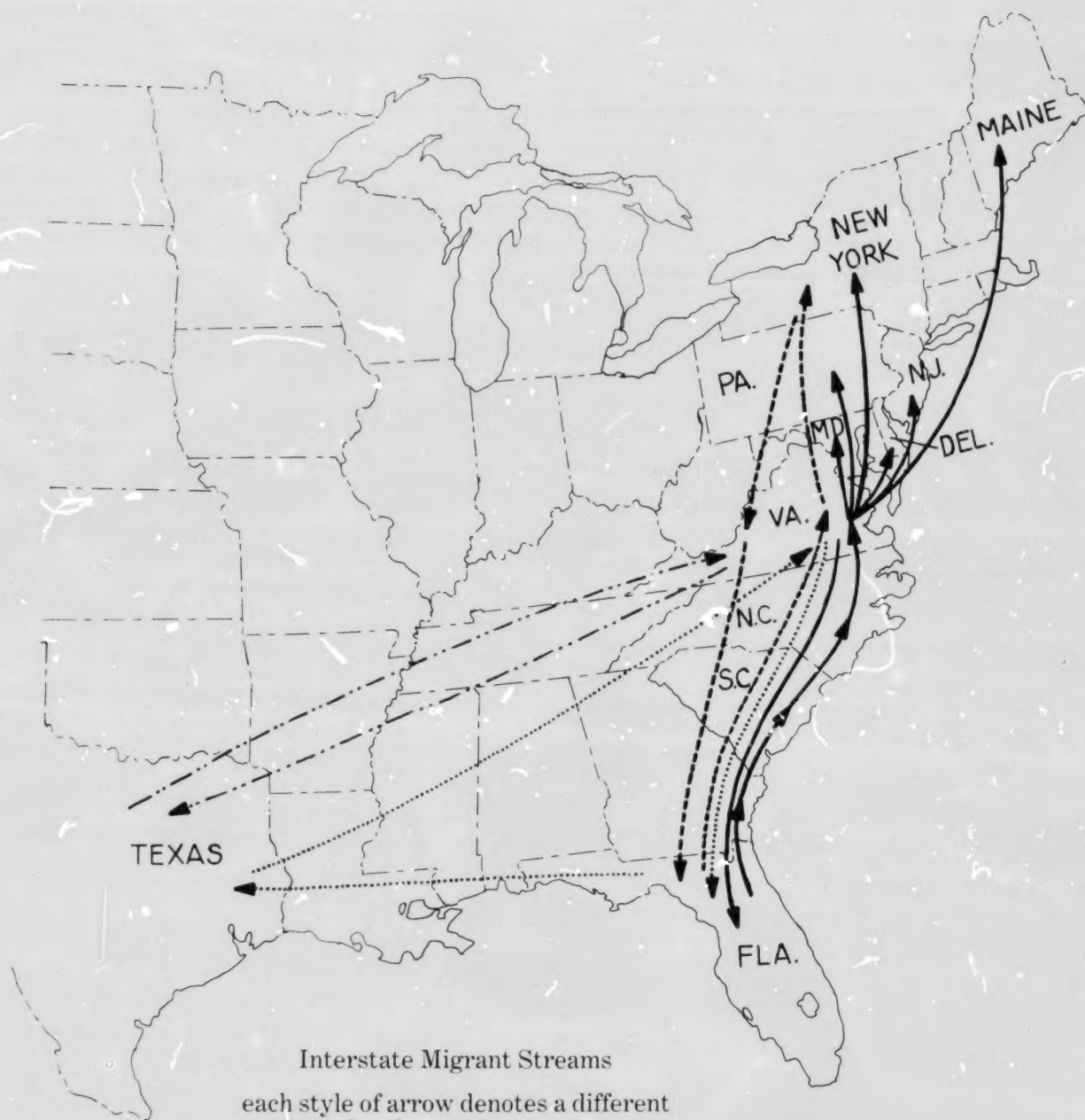
Two birthday parties are celebrated annually—one for children whose birthdays occur between January and June; the other for children with birthdays between July and December.

ENRICHMENT

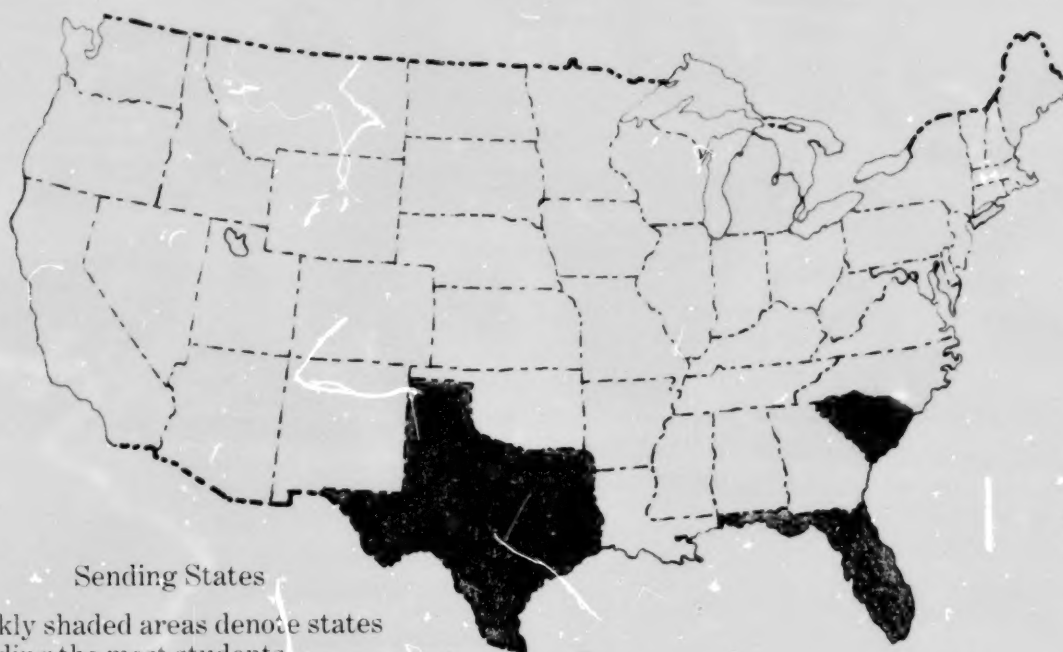
Field trips are regularly scheduled to visit such places as Kings Dominion, Washington, D.C., the zoo, and museums.



MIGRANT



STREAMS

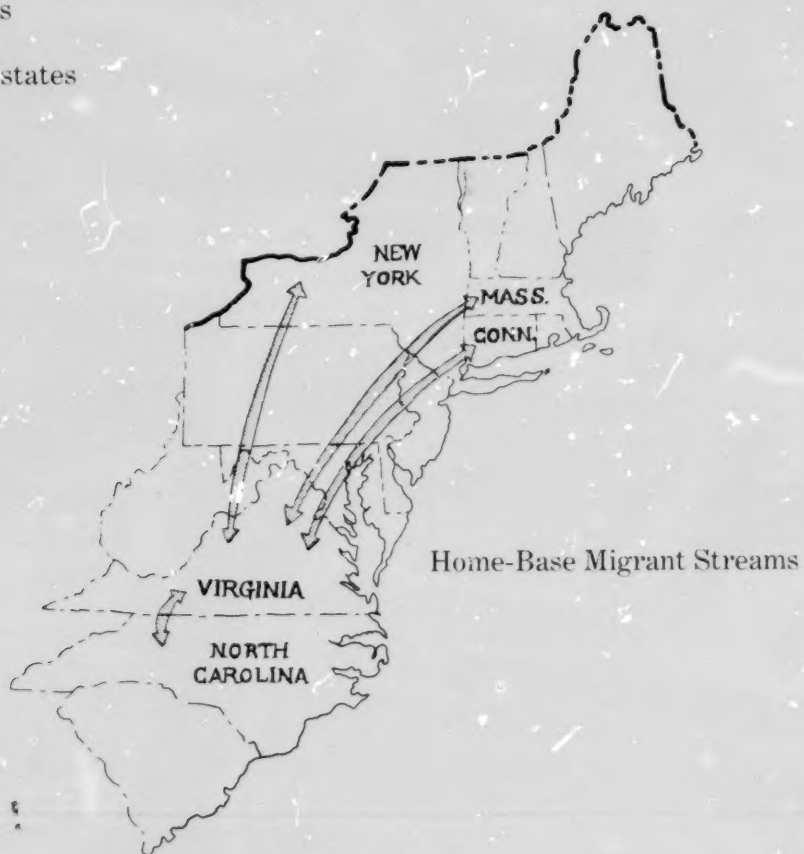


Sending States

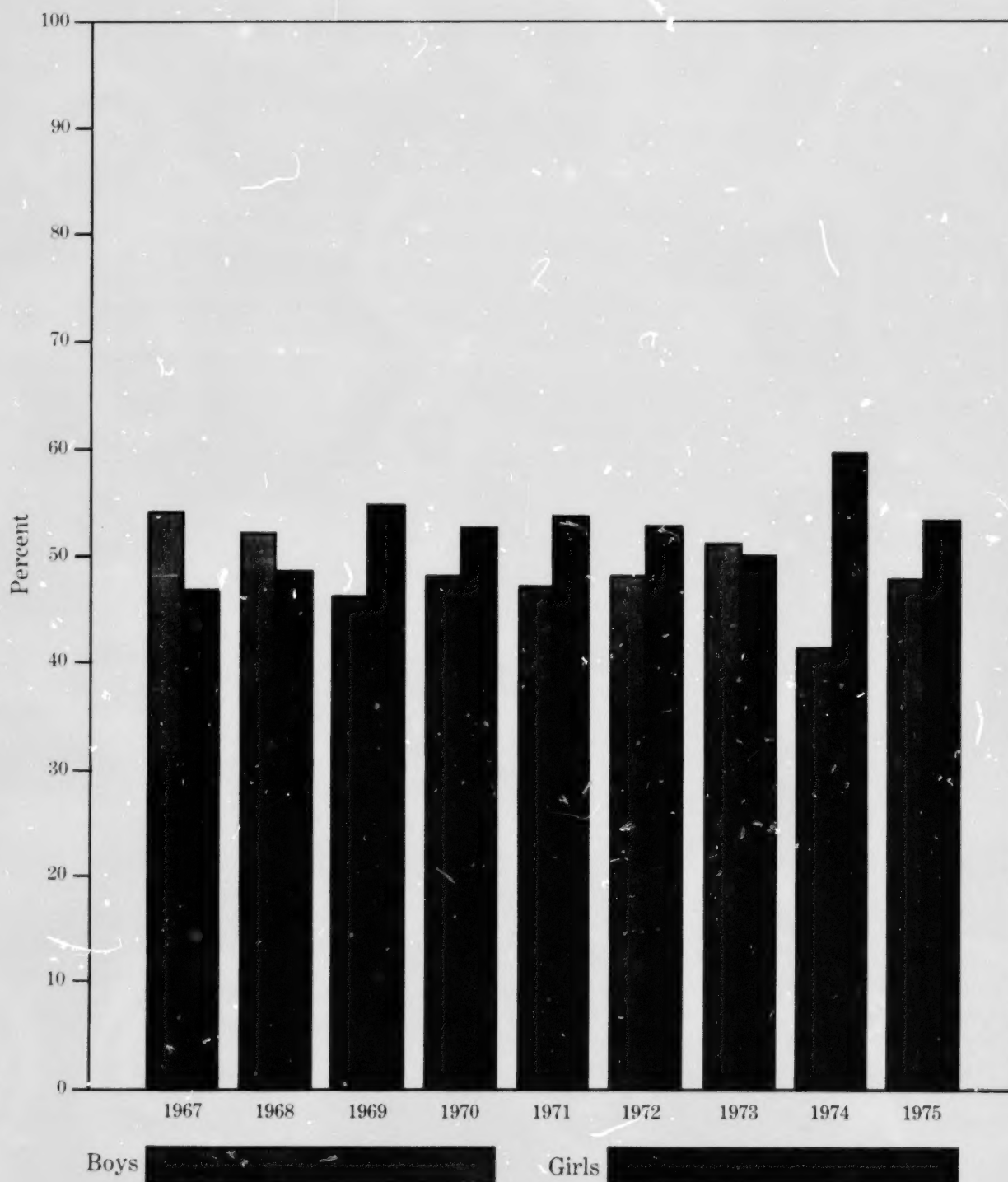
darkly shaded areas denote states sending the most students

lightly shaded areas denote states sending the least students

non-shaded areas denote states sending no students



PERCENTAGE DISTRIBUTION OF BOYS AND GIRLS



HEALTH SERVICES

Service	Number of Students by Year				
	1971	1972	1973	1974	1975
Audiometer Testing	23	104	72	229	330
Dental Care	24	126	235	472	539
Laboratory Tests					
Hematocrit			122	303	395
Urine			157	338	449
Blood Pressure			105	402	423
Sickle Cell			76	211	71
Tuberculin	9	34		24	195
Physical Examinations	42	123	246	431	378
Immunizations	36	37	45	184	205
First Aide			275	468	326
Oral Inspections			246	329	456
Visual Screening	34	154	191	294	403
Physical Measurements			190	430	456

ACHIEVEMENT DATA
EASTERN SHORE MIGRANT STUDENTS

EPIC CRITERION- REFERENCED TESTS	Test Level	Reading Skills	Computational Skills
	Pre- kindergarten	78%	43%
Percentage of Students Attaining	1	82%	85%
Proficiency Level in 1975	2	66%	70%
Ages: 8-12	3	73%	65%
N = 351	4	62%	38%
	5	100%	50%

WIDE RANGE ACHIEVEMENT TEST	Subtest	1971	1972	1973	1974	1975
Median Grade Equivalent Scores	Reading	2.9	4.6	4.0	5.0	4.4
Ages: 8-12	Spelling	2.6	3.4	3.0	3.4	4.2
N = 689	Mathematics	2.8	2.8	4.5	3.0	3.2
Expected Median Grade Equivalent = 6.0						

VALLEY MIGRANT STUDENTS

STANFORD and SRA ACHIEVEMENT TESTS	Subtest	Stanford N = 67	SRA N = 27
Median Grade Equivalent Scores	Reading	6.3	6.1
Ages: 10-14	Spelling	6.4	6.8
Year: 1975	Language Arts		7.2
Expected Median Grade Equivalent = 8.0	Mathematics		7.5

PEABODY INDIVIDUAL ACHIEVEMENT TEST	Subtest	1973	1974	1975
Median Grade Equivalent Scores	Reading Recognition	3.3	3.2	6.0
Ages: 4-16	Reading Comprehension	3.0	4.9	4.4
N = 83	Mathematics	3.4	3.1	4.4
Expected Median Grade Equivalent = 6.0				

INTERSTATE COOPERATION

An essential component in providing continuity of learning experiences for migrant children is the cooperation maintained between states. This has taken place in the following ways:

1. Exchange programs between states in which consultants serve as coordinators of various workshops, programs, and activities; and teachers participate in other migrant programs.
2. Regional conferences organized to evaluate, improve, and coordinate the services for migrant children along the Eastern Stream.
3. Migrant Student Record Transfer System which makes available information on any child to any school within 24 hours. This provides continuity in record-keeping on migrant children and eases the difficulty of placing these children appropriately.

This cooperative relationship existing among the states in the Eastern Stream has great potential for providing stability and continuity in the academic progress of migrant children.



FUTURE OF THE MIGRANT EDUCATION PROGRAM

The future of the Migrant Education Program in Virginia is bright. Ironically, the need for migrant agricultural workers will increase in spite of continued growth in mechanization and industrialization.

Within the decade Brown and Root, a builder of rigs for off-shore oil drilling, and a number of satellite industries will employ upwards of 3500 local persons. This will occur in an area in which the total estimated 1975 population is less than 45,000. With this increase in local industry, the need for migrant agricultural workers will continue to grow since local growers will have to turn to the migrant stream for labor. Thus it is easy to predict that the migrants will be in Virginia for many years to come.

Regarding the nature of the educational opportunities provided migrant children, current information on trends indicate that a greater percentage of the migrant pupils will be bilingual, thereby necessitating a larger bilingual component in the program. More strict enforcement of child labor laws will probably result in a greater average age for migrant pupils which will give more of a secondary school direction on the program of the future. Increased reliability of the Migrant Student Record Transfer System will enable states to do more cooperative planning resulting in the so-called summer states using many of the curriculum materials the children have studied in home-base states.

The scarcity of local labor available for harvesting crops will probably cause migrants to stay longer, a trend which will cause the state to have a larger and more comprehensive program for migrant pupils during the regular school session.

The future is assured because the migrants will be in the state. The challenge will be to continue to meet their needs as these needs change in light of new economic realities.

GLOSSARY

- Camp Counselor: person who visits the labor camps to bring educational and recreational materials to the children in the evenings.
- Climber: migrant laborer who specializes in harvesting fruits from trees.
- Crew Leader: person who contracts with a grower to do the work, brings the crew of migrants, and assumes responsibility for them.
- Counselor: person who interviews each migrant pupil with special attention given to gathering information needed by MSRTS.
- Data Bank: computer for MSRTS located at Little Rock, Arkansas.
- Domestic Arts Coordinator: person responsible for teaching sewing and cooking and for taking care of the supplies connected with the shower facilities.
- Eastern Shore: Accomack and Northampton counties, the two easternmost counties in Virginia.
- Eastern Stream: term given to the flow of migrants usually from Florida to New York.
- Five-Year Migrant Child: child who has been an interstate or intrastate migrant but who has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is to be provided.
- Home-Base Migrant: one who leaves home to secure agricultural work or selected food processing employment during harvesting time and returns home for the remainder of the year.
- Home-Base State: state where the migrants are in residence the most months of the year.
- Home-School Coordinator: person who is responsible for recruiting migrant children and obtaining parental permission for transportation, field trips, inoculations, and other such matters.
- Interstate Migrant: child who has moved with a parent or guardian within the past year across state boundaries in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture or related food processing activities.
- Intrastate Migrant: child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture or related food processing activities.
- Mainstream Classroom: regular classroom situation as opposed to a tutorial situation or a separate class only for migrant children.
- Migrant Child: child of migratory agricultural worker; he has moved with his parents from one school district to another during the past year in order that said parents might secure employment.
- Migrant Stream: geographic pattern of movement that the migrant family established and follows as it moves from state to state or within a given state in search of agricultural or related employment.

Migrant Parent: one who moves from place to place following seasonal crops for a livelihood.

MSRTS: Migrant Student Record Transfer System, a cooperative system of tracking migrant pupils and categorizing educational and health services provided these children.

Outreach Worker: person who recruits for programs other than the regular school-day program.

Receiving State: state which receives migrant pupils usually during the summer months.

Recruiting: contacting and enrolling migrant children; a major effort in a receiving state since there is no compulsory school attendance law for a summer school program.

Settled-out Migrant: another term for five-year migrant.

Stoopers: migrant laborers who harvest vegetables.

Summer States: receiving states where the migrant population is at its peak in the summer.

Terminal: site in each state where data on migrant pupils is collected for transmission by teletype to the MSRTS data bank.

Valley: area of Virginia roughly adjacent to the Blue Ridge mountains.

BIBLIOGRAPHY

- Virginia State Department of Education. Accomack County and Northampton County Cooperating. *A Summer Program for Children of Migrant Agricultural Workers*. Richmond, 1967.
- National Committee on the Education of Migrant Children. *A Policy Statement on the Education of Children of Migrant Farm Workers*. Washington, 1968.
- Virginia State Department of Education. Accomack County, Roanoke County, and the City of Virginia Beach Cooperating. *Virginia's Educational Program for Migrant Children*. Richmond, 1969.
- Bureau of Elementary and Secondary Education. *Children at the Crossroad*. A Report on State Programs for the Education of Migrant Children Under Title I of the Elementary and Secondary Education Act. Washington, 1970.
- EPIC Systems Division. *Final Evaluation Report*. Virginia Migrant Program. Tucson, Arizona: EPIC Systems Division, 1972, 1973, 1974, and 1975.
- Virginia State Department of Education. The Eastern Stream States and Virginia Public Schools Cooperating. *Migrant Education, Interstate Cooperation*. Richmond, 1972.
- Walsh, Jennie R. "Summertime is Learning Time." *Public Education in Virginia*. Vol. 8, No. 2 (Summer 1972) 8-10.
- Dyer, Maxwell. *Children of the Four Winds: The Migrant Student Record Transfer System*. Little Rock: Arkansas State Department of Education, 1973.
- Office of Education. *Evaluation of the Impact of the ESEA Title I Programs for Migrant Children of Migrant Agricultural Workers*. Final Report. Vol. I-IV. Washington, 1974.
- Mattera, Gloria, and Steel, Eric M. *Exemplary Programs for Migrant Children*. University Park, New Mexico: ERIC Clearinghouse on Rural Education and Small Schools, 1974.
- Virginia State Department of Education. *Curriculum Guide for Teachers of Migrant Children on the Eastern Shore*. Richmond, 1974.
- Virginia State Department of Education. *Interstate Planning*. A Report on the Sixth Annual Eastern Region Workshop on Migrant Education. Richmond, 1975.